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Accreditation of U.S. Campuses Abroad

by Amy Kirle Lezberg

Despite the growth of alternative routes to achieving a university degree, on-site branches of U.S. institutions abroad are still increasing in number. In addition, many institutions and programs advertise that they have been “approved by” or “developed in cooperation with” or “are affiliated with” accredited U.S. institutions. This situation makes it exceedingly difficult for many to determine whether the institution down the street in Dubai, Madrid, or Buenos Aires, is in fact a branch of an American institution, sharing in its accreditation. Understandably, governments, employers, parents, and students find themselves wondering “How can such a campus be a ‘New England’ institution? What specifically does U.S. regional accreditation mean when applied to a campus in my home country? Will a degree earned at an overseas branch really entitle me to the same rights as a degree earned in the continental United States? How will my education differ from that at a nonaccredited institution?”

The Branch Campus

For purposes of accreditation, a branch campus of an institution—wherever it may be geographically located—is a permanent site where a student can earn at least 50 percent of a degree or complete a degree started elsewhere. All academic control (credentials of faculty, sequence and general content of courses, qualifications of students for admission, retention, and graduation) must remain—both contractually and in actuality—completely under the jurisdiction of the institution that grants the academic degree.

If the degree is awarded by a U.S. institution, the campus abroad, whatever its name, is considered a branch of that institution. If the degree is not awarded by the U.S. institution, as indicated on the diploma, the campus abroad is *not* considered a branch of that university or college.

The name of the overseas site is not always an indication of the institution’s relationship to the U.S. campus. For example, while it is easy to recognize that Suffolk University in Madrid is a branch of Suffolk University, MA, it may not be as clear that the American University in Dubai is a branch of the American Intercontinental University accredited by the Southern Association of Colleges and Schools, that the American University in Cairo is a free-standing institution licensed in New York and accredited by the Middle States Association of Schools and Colleges, that the American University of

(U.S. Campuses Abroad, continued on p. 3)

An M.B.A. Program in Vietnam: Keys to Success in Joint Ventures

by Jim McCullough

Nearly every contact between representatives of international educational institutions includes a request for development of joint or cooperative programs, exchanges, and other joint ventures. But most of these requests, even when a memorandum of understanding or cooperative agreement supports them, lead to nothing. Why is it so hard to develop educational joint ventures?

Our experience at Washington State University (WSU) has shown that the following factors must be present for an international cooperative program to work.

Faculty interest. Strong interest must exist in the program, country, and the international colleagues involved for a program to work. Projects introduced by university administration or external agencies will not work because faculty will not participate or take responsibility for the program.

Program champions. Someone must be willing to take charge and lead the program at both institutions as it develops. Program development is a lengthy and time-consuming process. Unless there is a strong commitment and good communication by both parties, the program will die before it starts.

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(U.S. Campuses Abroad, continued from p. 1)

Sharjah is an Emirate institution applying for (but not yet holding) accreditation through Middle States, or that the Kazakh-American University is a Kazakh institution stating that it employs American methods in its educational offerings but with no stated intention of applying for U.S. accreditation.

To verify the accreditation status of an institution, ask it the name of its accrediting association and send the director of that association an e-mail inquiry. Each director (whose e-mail addresses are available at <http://www.chea.org>) has given assurance that such inquiries are welcome and will be promptly answered. In the case of an individual program within an institution, the Web site of the specialized accrediting agency also will have a list of any programs that have met its standards and been accredited.

In verifying whether a campus is a branch of a U.S. institution, a simple test is to ask the name of the institution that awards the degree and whether records will be available through the home campus (as well as the branch). All U.S. accreditors require that the home campus have all records pertaining to all students available at their home site as well as at the branch.

“Affiliations”

What about institutions that say they have programs that are “developed in cooperation with” an American institution or that an American institution “gives transcript credit for” or “accepts credits from”? All of these may be legitimate statements that can prove of some advantage to students attending the institutions—but they do not mean that the program carries U.S. accreditation.

An individual American university or one of its units may have an articulation agreement with a particular overseas institution and accept credits from it in transfer. However, no other U.S. school, unless it is a party to that contractual agreement, is under any obligation to accept those credits in transfer. Also, in no case may those credits be listed as having been earned at a U.S. institution.

Ensuring Quality at Campuses Abroad

U.S. accreditors consider branch campuses to be integral parts of the home institution. To that end, each association requires that the overseas branch conform both to its regional standards and to a set of nationally accepted policies aimed at ensuring that a degree earned at one branch carries the same meaning as a degree from the main campus or any other branch. These policies require that the overseas branch be

under the complete academic control of the home institution, be integrated into that institution’s governance and planning systems, and be supportive of its mission and goals.

Also, there must be appropriate (and not financially punitive) policies in place for the completion of students’ course of study should the branch cease operation. It is not sufficient for an accredited school to say that students “are free to” transfer to their home campus if the branch is discontinued, as this is likely to be a financial hardship. Instead, institutions may plan such measures as arranging for credits to be accepted by another local institution, keeping a restricted number of faculty on the branch campus to finish the programs of students already enrolled, or allowing students to finish their programs through some form of distance education.

In addition, in keeping with the U.S. emphasis on assessment of student learning, the branch overseas is expected to adhere to the assessment methods used on the home campus—institutions must assess the accomplishment and progress of students not only upon their completion of the program but at intervals along the route. When students are found not to be performing in ways that would lead to graduation, the institution is expected to supply remediation opportunities that can allow them to complete their work in good standing. Finally, admission, retention, and graduation requirements for students at the overseas campus must be no different from those required of students at the home base, regarding both their academic achievement and their facility with spoken and written English.

In order to assure that these conditions are met, the associations employ a three-part process, starting before the campus is even opened and continuing for as long as it remains open. For that reason, there should never be a time when the campus has opened and the accrediting agency is unaware of its existence. First, the institution wishing to open a branch abroad submits plans demonstrating the legality of the overseas location as well as the ways in which it will conform to the association’s standards and policies. Accreditors are particularly careful to ensure that faculty are employed with credentials similar to those required at the home institution and hired according to the same regulations as obtain on the home campus, involving faculty in the relevant departments; that the content of the program offered at the branch is similar to that in the United States; and that students will have guaranteed access to information and library resources (beyond the generally available material on the Internet), to grievance and complaint procedures, and to other services similar to those at the home campus.

Most accreditors require that faculty from the home campus actually deliver some (though not necessarily all) of the program and that interaction between members of home and branch departments take place on a regular basis, as part of the necessary integration of the two

Definitions: Transnational Education

Higher education can take on many different forms when exported. Here are a few of the types of exchanges and related terms that AQ readers are likely to encounter—

Transnational education. Any teaching or learning activity in which the students are in a different country from that in which the institution providing the education is based and in which program information, materials, and/or staff must cross national borders.

Affiliation, linkage, partnership. Indefinite terms indicating that there is some type of formal or informal agreement between institutions.

American-model education. Education offered outside the United States that is similar to U.S. education in some way. A few characteristics might include teaching in English and using U.S. curricular materials, focusing on instruction in the liberal arts rather than early specialization, assessing student progress continually, and encouraging student inquiry rather than relying on lecture and memorization-based instruction. American-model programs may or may not be U.S. accredited or affiliated with U.S. programs.

Articulation. The systematic recognition by an institution A of specified study at another institution B as partial credit towards a program at the institution A.

Branch campuses. Additional campuses set up by an institution in new locations to provide the institution's educational programs to a new audience. To be regionally accredited as a branch campus,

students must either be able to complete at least 50 percent of credits towards a degree at the campus or complete a degree there that was started elsewhere.

Corporate programs and services. Many large corporations offer training programs that cross national borders (in some cases including programs that award academic credit from educational institutions) for their employees or other audiences. Companies also often sell curriculum and training services in other countries.

Distance education programs. Educational programs that are delivered by means of satellites, computers, correspondence, or other technological methods, often across national boundaries.

Franchises. Arrangements through which an institution A approves a second institution B in another location to provide one or more of A's programs to students in B's geographic area.

Study abroad. Students from country A go to another country B to live and study at an institution in country B.

Twinning. Agreements between institutions in different countries to offer a joint program. Courses offered within the program are designed to be the same at either institution. Often one of the institutions will offer only part of the program (one year or more)—then students must transfer to the other twin to complete their program. ♦

—*Lia Hutton, The Advising Quarterly, and the National Committee on International Trade in Education (administered by the Center for Quality Assurance in International Education).*

programs. The institution must also indicate its financial ability to implement the plan for the overseas campus during those early periods when the overseas campus is not expected to be self-supporting. Although various laws and regulations in the host country may not allow the home institution to be the actual owner of the branch, all decision-making related to the education and services offered there are the responsibility of the originally accredited institution, which is, in turn, answerable to its accrediting association.

After reviewing the plan and making any necessary suggestions, the accrediting association either informs the institution that the implementation of the plan will

result in the extension of its accreditation to include the overseas campus or warns the institution that opening such a campus may bring into jeopardy the home campus's own accreditation. (There is no such thing as partial accreditation—either an institution and all its branches are accredited or none are. This rule is a powerful argument in encouraging institutions to be sure that their overseas branches meet all requirements.)

Within six months of the campus's opening, that is, before it has graduated its first class, a team appointed by the association and consisting of qualified academics with no conflicts of interest visits both the home campus and the overseas site to verify the institution's self-study.

Through interviews and the inspection of documents, the team makes sure that the appropriate academic personnel and services have been made available to the branch. They further check that mention of the overseas branch is included in the institution's catalog. Overseas, they look at the educational materials, meet with faculty, review the work submitted by students (with whom they talk), and assess facility with language and familiarity with American methodology. If the branch meets the accreditor's standards, the association "extends the accreditation" of the home institution to include that branch and informs the U.S. Department of Education and other interested parties of its action, information which is publicly available.

In those few instances when a full review of the home institution is imminent (within the year) and the institution has a proven track record of success in establishing overseas branches (as, for example, is the case with Boston University, MA), the association may wait a bit longer than six months for the branch and home campus visits. In general, however, no campus institution open for a year or more should ever indicate that it is on account of any bureaucratic delay on the part of the U.S. association that it has not yet received affirmation of its accreditation status.

Accreditors also inspect (translations of) any advertising that the branch has done, ensuring that it has not claimed for itself any accreditation status other than that held by the home institution.

Once reviewed, the branch will be revisited whenever the home campus is having its regular review (usually no less than every ten years) or more frequently when there are issues which, while not threatening continued accreditation, require attention. It is quite common for overseas branches to have interim reviews. In addition, the home institution is expected to report annually to its accreditors any major changes taking place at the branch. The dates of the most recent and next visits are available from the accrediting associations upon request.

What to Expect When Attending an Overseas Branch

In general, attendance at the branch of an U.S. institution will be more costly than attendance at a branch of a student's national university. Students may choose to attend the U.S. branch because of the program offered and the credentials of the faculty. They should also be aware, however, of a few differences in teaching methods and other areas that reflect the philosophy of U.S. education.

Accreditation associations expect an institution to employ varied methods of teaching, so a student can expect at least some courses to be run as discussions,

meaning that not only must the student stay current with readings and assignments but must also be sufficiently proficient in spoken English to engage in those discussions. Often, the student, accustomed to the lecture style sometimes referred to as "the sage on the stage," will be confronted for the first time with instructors who elicit student opinions (in the style of "the guide on the side") rather than telling them what to think.

Such discussions may require students to employ supplementary materials available only through the library or on-line, rather than those supplied by the instructor. Indeed, all accrediting bodies call for students to employ such materials at some point during their course of study.

If the program is at the undergraduate level, accreditors also require that students take about a third of their degree program in general education (that is, the humanities and social and natural sciences) regardless of the major chosen. The purpose of these courses is not only the transfer of specific knowledge as in secondary school but, even more important, the mastery of those processes by which similar material is approached from the standpoint of the different disciplines. This flexibility is considered important in the United States, where university graduates typically hold seven different jobs during their working life after receiving their degree.

Finally, because of the recent emphasis on assessment, accreditors will want to be assured that the student's credential does not depend upon rote learning. The program should, in accordance with the pragmatic aspect of American education, include instances in which the student demonstrates the ability to synthesize learning and apply theories learned to material not previously seen. Such demonstration, requiring facility with formal English, may take various forms, such as capstone courses, portfolios, projects, presentations, and so forth. Students are expected to demonstrate mastery of the program at the same level and in the same ways as students on the home campus.

By monitoring the performance and quality of the education offered at overseas branches, the U.S. regional accreditors offer evidence and reassurance that the education received overseas is similar in both scope and quality to that which would be received at the campus geographically located in the United States. Consequently, the student (now the graduate) is entitled to the same privileges as a student graduating from the home campus, in terms of acceptance of credentials for graduate school or employment. ♦

The author is the retired Associate Director of the Commission on Institutions of Higher Education at the New England Association of Schools and Colleges. Dr. Lezberg is currently a Fulbright Fellow doing research on the implementation of an accreditation system under the Palestinian Authority.

Sustaining Educational Quality in the Global Marketplace

by Marjorie Peace Lenn

As the global marketplace promotes accelerated international linkages, branch campuses, single purpose programs, and other forms of trans-national education, quality remains the key to their sustainability. It is not always easy, however, to sustain quality at remote locations. For reasons of custom, law, language, cost, and just plain convenience, the challenges to providing a quality educational program can be extensive.

Context: The Global Marketplace

According to the 1999 World Trade Organization's *Education Service Report*, the global market for higher education and training was estimated at \$27 billion in 1995. IDP Education Australia estimated that in 1999, there were 48 million learners in the world. They also projected that in the year 2025, there will be 159 million learners. In 1997, U.S. education and training services totaled more than \$8.5 billion and ranked among the country's top five service exports, according to U.S. Department of Commerce statistics, placing the United States among the top three higher education exporters worldwide (the other two being the United Kingdom and Australia).

Why is higher education growing at such a rate? Major reasons lie in improved access, readiness among a more diverse range of providers, and the globalization of the professions. The umbrella for these three key factors is the global marketplace, together with its regional and international trade agreements. The new technologies, of course, are also allowing far greater ease of communication than was the case even a decade ago.

Access

The Organisation for Economic Cooperation and Development (OECD), the Paris-based intergovernmental organization for the world's primary economic powers, has always held that there is a direct relationship between the quality of a country's higher education system and the health of its economy. Most OECD member countries boast at least 25 percent of their populations educated at a tertiary level. As more countries begin to embrace the advantages of educating more of their populations, more avenues are opening for providers to offer higher education services internationally. Regardless of the extent of its wealth, no country

exists at present that can sustain expanding its state-funded higher education system to the extent of population demand. (This is true of course especially in the case of systems that are tuition-free.)

Examples of the international effects of improved access can be found in policy announcements by various governments:

- Japan, where approximately 35 to 40 percent of the population is educated at a tertiary level, has recently announced that it will seriously consider recognizing on-line education provided by higher education systems other than its own.
- China, which educates only 3 to 4 percent of its 1.2 billion people at the tertiary level, has in recent years approved a large number of linkages with its state universities and in recent months has recognized certain state universities to provide on-line education with the assistance of second country providers.
- Malaysia in the 1980s recognized that it would be unable to educate more than 6 percent of its population through its own institutions and began partnering with international institutions to supplement its system of higher education. In recent years, this has led to the authorization of foreign universities on Malaysian soil.

Diversity

Greater access in higher education is tied to increased diversity of institutions. Universities need to differ in emphasis and offerings to suit their location and national labor needs. Postsecondary institutions should include vocational and occupational programs. The provision of private education at the tertiary level is also essential. Too many postsecondary education systems are characterized by "cookie cutter" universities, which lack skill development education and are all state-funded institutions.

Key to expansion of educational access is improved openness to private education and training, provided by both outside and in-country providers. One good example of both the benefits and dangers of this much-needed increase in diversity (initial chaos, redesign of regulations, increased access to education) can be found in the explosion of private providers in Central/Eastern European countries in the early 1990s.

Because higher education has been the traditional responsibility of national governments, private education (whether profit or nonprofit) is viewed, often without cause, as second-rate or untrustworthy. And even public institutions providing education services across national borders will be seen not as public but as private providers. A global campaign focusing on the positive

contributions of the private education sector would be an interesting, and probably fruitful, exercise.

Globalization of the Professions

The global marketplace has accentuated the need for cross-border movement of professionals, thus providing additional reasons for international trade in education and training. Whether the need is a new airport in Hong Kong; a new accounting structure for a multinational corporation based in Tokyo; improved production of an agricultural product in Africa; or a new information technology system in Buenos Aires, multiple professions are facing the need to prepare themselves for the global marketplace through higher education and professional development.

The two most quickly growing areas for transnational education are information technology and management education. Among the professions, the most rapidly globalizing are those related to engineering and construction (including architecture) and accounting. Not far behind are medicine, specialized nursing (such as nurse anesthetists), and international law. The Center for Quality Assurance in International Education, which I direct, has, since 1993, hosted an annual conference and produced a publication series, *The Globalization of Higher Education and the Professions*. Additional

information on the journeys of the various professions and their impact on the provision of cross-border education can be found by contacting the center, beginning with its Web site at <http://www.cqaie.org>.

Trade Agreements

Within the last decade, the single transparency I had used during my speeches to chart the few bilateral and regional trade agreements then existing has multiplied. Three transparencies now are filled by the regional trade agreements alone. A fourth sheet describes the mother of all trade agreements, the World Trade Organization

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(WTO). The expanding export market in higher education and training is but indicative of a larger activity: regional and global economic growth and subsequently increased academic and professional mobility.

Generally speaking, trade restrictions based on national borders are increasingly at risk. The tenets of most of the recent trade agreements hold to principles of nondiscriminatory treatment for service providers, including transnational education providers and the professions. The WTO's General Agreement on Trade in Services has begun to have an effect on business as usual by encouraging the development of common educational standards, mutual recognition, and the liberalization of the processes through which professionals are permitted to practice.

Challenges to Transnational Education Providers

A report to the Office of the U.S. Trade Representative by the National Committee on International Trade in Education (NCITE), (administered by the Center for Quality Assurance in International Education) finds that, despite principles of nondiscriminatory treatment for service providers such as educational institutions, the trade agreements are still too young to have provided free trade in education services. The challenges faced by cross-border providers remain numerous. Some of the more common include—

- **Ineligibility for benefits.** Students in transnational education programs often find they are not eligible for financial aid or other educational benefits from either their home country or the country that is home to the programs in which they are studying.
- **Recognition of credentials.** Graduates face difficulties in translating degrees obtained from foreign universities into national equivalents. Qualifications authorities in some countries have difficulty recognizing foreign educational credentials, whether received inside the country or out, as valid for positions such as those in the civil service.
- **Customs regulations.** These may limit the movement of education and training materials across borders. For example, medical and health related educators report that some of their materials that show the naked body in part or in whole are restricted from entry into countries with certain religious beliefs.
- **Communications regulations.** In some cases, the flow of educational context is inhibited by

telecommunications laws restricting the use of national satellites and receiving dishes to national entities.

- **Immigration restraints.** Existing barriers can limit the movement of persons, making visas impossible or unnecessarily difficult for students, teachers, trainers, and administrative staff to obtain. In some countries, the acquisition of visas and work permits for teaching and administrative staff is tied to national politics, including concerns about imported education. Visas may particularly pose problems for third-country learners (students from country A attending a university from country B with an educational program in country C).
- **Foreign currency controls.** Monetary restraints also pose problems for education and training entities wishing to establish themselves in other countries, through measures such as those limiting direct investment by foreign providers (equity ceilings).
- **Intellectual property concerns.** Countries disregarding international agreements concerning intellectual property rights may also deter providers from bringing their materials across their borders.

Additional information on NCITE and barriers to education trade can be found at the Web site <http://www.tradeineducation.org>.

Toward Sustaining Quality

The procedural and legal challenges outlined above, when coupled with the arduous task of “simply” moving from one culture to another, make the provision of education and training across borders a true “labor of love.” And with the level of labor involved, the first area to suffer is often the basic quality of the program or degree being exported.

In the last couple of years in particular, the United Kingdom has been criticized by ministries of education in such countries as Israel and India for allowing its universities to franchise with inadequate educational and training providers. The United States is no stranger to criticism by receiving countries, and the Australians, the newest and, relatively speaking, most successful providers in terms of student numbers and income, are now being condemned as aggressors in the educational marketplace. The Canadians and New Zealanders claim themselves more gentle, but it is probable that they, too, will hear the cries of nouveau imperialism through education.

Recently, the government of Greece passed a change to its constitution and will no longer recognize universities and education providers in its country that are not Greek,

a move made purportedly to protect its citizens from charlatans. The Chinese government generally will only allow degrees to be given through its own universities; and the Hong Kong government has devised a process for the approval of “non-local” education providers because of the deluge of providers into that region of the world.

Faced with increasing attention on the problems related to the global education export market, UNESCO and the Council of Europe formed the Working Group on Transnational Education, which met multiple times in 1998 and 1999 and developed a report for its member countries that includes principles of good practice. These principles are not unlike those produced by the regional accrediting bodies in the United States in the late 1980s and early 1990s and those of the United Kingdom’s Higher Education Quality Council (currently incorporated into the Quality Assurance Agency) in the mid 1990s. It was my pleasure to be the official U.S. representative to this working group (although we all distinctly felt the tension between those representing providing countries and those representing receiving countries).

So, what should education and training exporters or would-be exporters consider when taking a program or degree across borders? A book my center published with the College Board, *Ambassadors of U.S. Education: Quality Credit Bearing Programs Abroad*, provides detail through case studies of experiences in exporting by some of the country’s major education providers. For the purposes of this article, however, I can provide a short checklist of usual problem areas and questions for exporters to ask themselves as they either commence or continue their offerings—whether actual (physically based) or virtual (on-line or some form of distance education):

Mission. Is the exported program or degree in keeping with the mission of the host institution? The providing institution?

Control. At the heart of quality is the question—who is in control? Is the governance of the exported program controlled by the institution offering the degree? Are the academic program, teaching staff, and all other key operations within reasonable control of the providing institution? Who at the providing institution knows that the program is being exported? Who else needs to know?

Academic program and teaching staff. What language is going to be used to teach the curriculum? Are the instructors qualified to teach the curriculum? Do they have qualifications equivalent to instructors at the home institution? If tutors are used, are they

qualified to supplement the teaching of the curriculum?

Learning resources. Are there adequate library resources to support the curriculum? Are there laboratories and instructional equipment available appropriate to the curriculum?

Students. What is the language requirement for admitting students? If it differs from the home institution’s requirements, can that be justified? Are the students being admitted ones who you know can successfully complete the program?

Student services. Is the providing institution offering appropriate services to support the academic program for the students, such as room and board options, bookstores, academic advising, and other support networks?

Physical resources. Is the physical plant for the educational entity appropriate and adequate for the program?

Financial resources. Are appropriate fees, including tuition, being asked for services rendered? Are any profits appropriately divided between maintaining a quality program and sending a percentage to the home institution? Is the home institution in control of the financial resources?

I can just see you the readers now. Those who have experienced the joys and challenges of exporting education are nodding your heads wisely, while those of you who are in an institution not yet experienced in globalization and who are thus exhausted just reading this article, may be closer to nodding off. I can assure you both that the globalization of higher education and training is a phenomenon in which all will play a part, most probably sooner than later. The trends outlined here are propelling change in ways never seen before.

The Center for Quality Assurance in International Education and its National Council for International Trade in Education invite you to visit our Web sites and avail yourselves of our research and publications. We invite you to participate in our activities and to join us on this exciting journey! ♦

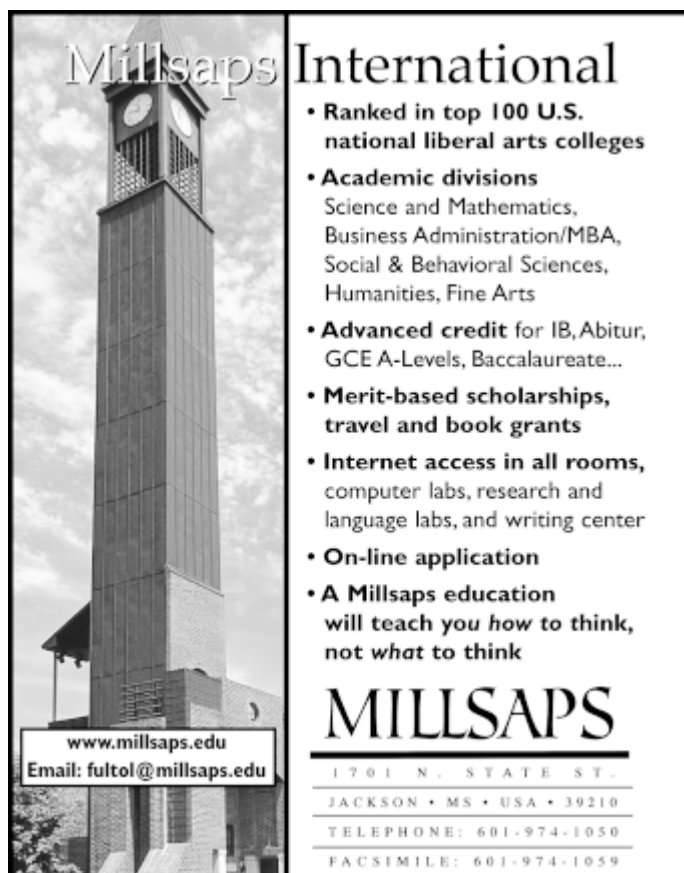
The author is the Executive Director of the Center for Quality Assurance in International Education. She may be contacted at One Dupont Circle, NW, Suite 515, Washington, DC 20036; Telephone: (202) 293-6104; Fax: (202) 293-9177; E-mail: cqaie@aacrao.nche.edu. Web sites for Dr. Lenn’s organizations are <http://www.cqaie.org> and <http://www.tradeineducation.org>.

(Vietnam, continued from p. 1)

Mutual benefits. We cannot afford to run welfare programs for institutional development. Both institutions must gain from the program. This does not mean we should never take risks or make “investments” nor does it mean that each institution must contribute equally. But it should be clear that each institution will benefit from the program.

Investments. Someone must take the risk and make the first commitment of resources. This investment may involve time and effort (often easier for foreign institutions than for us) or money (often easier for us). For a program to develop there needs to be development of trust between individuals as well as agreement between institutions. Such investments help build that trust.

Relevance to student needs. The program must meet real student needs and wants. We should never forget that we are in the education business and students are our customers. It should not be assumed that we know what the student wants, and we should be sure we understand their needs.



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Case Study: Starting Something New

In March 2000 the office of the Prime Minister in Vietnam approved the first M.B.A. program to be offered cooperatively in Vietnam by an American and a Vietnamese university. From 1992 to 2000, faculty members from Washington State University worked with faculty members from National Economics University in Hanoi, Vietnam, to find cooperative programs and activities to support the internationalization of our institutions. This new M.B.A. program was the result of eight years of international activity.

Setting Objectives

How does one decide when and where to focus on an international venture? For WSU, international cooperation is usually an attempt to “internationalize” our programs, provide students with more global opportunities, and generate resources for research and program development. First and foremost, however, any international activity must be based in faculty interest, whether that interest comes from research and teaching involvement or from personal interests in travel and a country’s culture. In the case of the program in Vietnam we had a small group of business professors interested in Southeast Asia, already involved in activities in Thailand, and supportive of further activities in the region.

Most universities get inquiries about joint programs on a regular basis from all over the world. But most requests for cooperation come from Western Europe, Japan, Korea, and other “developed” countries. We felt that we would have greater impact and possibility for success if we tried to work where the need was great but others were not working. Although we had not had any formal requests for cooperation from Vietnam, one of our Thai partner universities had had inquiries from the government of Vietnam.

On our first trip to Vietnam, the Ministry of Science and Technology hosted us through Science and Technology Development, a private sector arm of the ministry. For a fee, they arranged for us to visit universities in Hanoi and Ho Chi Minh City, handled our logistics, and provided translation services.

Although there was an embargo on trade between Vietnam and the United States, we were far from the first American academics to visit the universities. Several institutions had long lists of foreign institutions with which they had “agreements.” After many meetings, most of which focused on what could we do for the local institution, we felt we had most in common with National Economics University. We signed an “agreement to agree” with this institution, outlining very general objectives.

Initial Investments

It is important to find some common ground for working together, and any meaningful cooperation must benefit both parties. At the outset our Vietnamese “partners” clearly wanted us to give, and they felt they could not afford to contribute any resources. They wanted programs, and they wanted to visit the United States.

We agreed to do a workshop on small business management cooperatively with our Thai partner university. This was our first real activity, and it was well received. A grant from the Thai government, which provided for some travel and more training followed this. But then the resources stopped and in 1995 we were essentially back to the start. We decided it was time to invest in our relationship and we offered to sponsor one of the university’s staff for an M.B.A. degree at Washington State University. This was well-received and changed our relationship forever.

Their professor spent two years at WSU, successfully completed her degree, and became our “champion” in Hanoi, where she identified resources, suggested programs, and began the effort to cooperatively offer an M.B.A. program for the Vietnamese. She helped build a relationship between our professors and those in Vietnam, and she led the effort to get all the approvals necessary.

Building the Program

Once the decision was made to offer an M.B.A. program, a number of problems became obvious. The WSU program was too expensive; students could not afford to go to the United States for too long a period of time; Vietnamese professors did not have the confidence to use Western-style M.B.A. teaching methods; students did not have adequate business background and could not meet English language requirements (550 TOEFL). Both universities and the Vietnam government also had to review the program before it could begin operating.

To reduce the cost and the time, it was decided to teach half the program in Hanoi and concentrate the program in the United States to one semester and one summer. It was decided that U.S. professors would teach the first cohort in Hanoi jointly with Vietnamese professors to build confidence.

Even with cost reduced to a minimum, tuition fee waivers, and reduction in the time required, our counterparts felt the program was too costly. We interviewed potential students, however, and believed they would pay if the program were accredited, American, and included an experience in the United States. We insisted that the program must include these elements, even though it meant more costs, foundation training, language training, and U.S. travel.

National Economics University agreed to teach the foundations of business and English using WSU curricula. We decided that we could offer the program for an all-inclusive cost of \$15,000 if we could get twenty students to participate.

Approval took much longer than anticipated. While university reviews went smoothly, the Ministry of Education and Training in Vietnam required a lengthy process. In addition the Ministry of Foreign Affairs and other agencies including the Office of the Prime Minister reviewed the program since it involved cooperation with a U.S. institution. Although we did some limited advertising and promotion prior to approval, we were seriously concerned about our ability to attract sufficient students.

Taking the Risk

With everything approved, it was decided to advertise an April start date to begin the foundation training. We agreed to offer the program even if we did not meet the break even point. We currently have forty-two students enrolled and expect to start teaching M.B.A. courses in January 2001.

Lessons Learned

This example clearly shows the importance of the factors outlined at the start. Without the continuing and enduring involvement of a small group of interested faculty this program would never have endured eight years of development. Without the strong commitment and good communication of our champion in Hanoi we could not have completed the approval process and handled the details of visa approval and logistics.

Both institutions will gain materially and professionally from this program. Faculty involved will receive additional compensation and the National Economics University will receive additional revenue for facilities and staff development. Although we have made large initial “investments,” we expect to recover costs from student fees. (Already, the investment in support for one M.B.A. student, our champion, has paid off handsomely.)

Finally, the students have clearly shown that they are willing to pay for a program that meets their needs for better instruction and a better academic experience, even if financing program tuition is difficult for them.

When an international joint venture in education can achieve such levels of support, investment, and relevance, programs can be developed for the enjoyment and benefit of participants and their institutions. ♦

The author is Professor of Marketing and Director of the International Business Institute at Washington State University. Dr. McCullough can be reached at jimib@wsu.edu.

Resources on International Linkages

The following publications may be helpful to those interested in learning more about issues related to maintaining international partnerships and programs successfully.

Ambassadors of U.S. Higher Education: Quality Credit-Bearing Programs Abroad (1997). Discusses the issues involved based on the experiences of educators and accreditors. Offers standards for international programs. \$27.95 plus shipping. College Board Publications, Box 886, New York, NY 10101-0886.

The Chronicle of Higher Education (weekly). News on U.S. higher education as well as international exchange and world education. Frequently includes information relating to transnational partnerships. \$75 per year. Circulation Department, *Chronicle of Higher Education*, 1255 23rd Street, NW, Washington, D.C. 20037; Telephone: (740) 382-3322 or (800) 728-2803; Fax: (202) 223-6292; E-mail: circulation@chronicle.com; Web: <http://www.chronicle.com>.

Cooperating with a University in the United States: NAFSA's Guide to Interuniversity Linkages (1997). Designed as a practical guide for representatives of foreign universities interested in working formally or informally with a U.S. institution, this resource includes background on U.S. education, questions to consider at various stages of an agreement, and sample documents. \$21 (\$12 members; bulk rates available) plus shipping. NAFSA Publications, P.O. Box 1020, Sewickly, PA 15143; Telephone: (412) 741-1142 or (800) 836-4994; Fax: (412) 741-0609; Web: <http://www.nafsa.org/>.

Demand for Transnational Higher Education in the Asia Pacific (2000). \$50. National Committee on International Trade in Education, One Dupont Circle, NW, Suite 515, Washington, DC 20036; Telephone: (202) 293-6104; Fax: (202) 293-6104; E-mail: cqaie@aacrao.nche.edu; Web: <http://www.tradeineducation.org>.

Foundations of Globalization of Higher Education and the Professions (1999). Provides a forum for sharing experiences and lessons learned preparing for and entering international arenas. Analyzes trends and issues; offers case histories. \$40. National Committee on International Trade in Education, One Dupont Circle, NW, Suite 515, Washington, DC 20036; Telephone: (202) 293.6104; Fax: (202) 293-6104; E-mail: cqaie@aacrao.nche.edu; Web: <http://www.tradeineducation.org>.

Guidelines for College and University Linkages Abroad (1997). Covers steps needed to reach an international linkage agreement, sample agreements for different types of linkages, helpful publications and associations, and U.S. government resources. \$10 plus shipping. American Council on Education, Fulfillment Service, Department 191, Washington, DC 20055-0191; Telephone: (301) 604-9073; Fax: (301) 604-0158; Web: <http://www.acenet.edu/bookstore/home.html>.

International Higher Education (quarterly). Articles on both international issues (including transnational education) and higher education in particular regions and countries of the world. Free (send requests for print copy on letterhead). Center for International Higher Education, Campion Hall, Boston College, Chestnut Hill, MA 02467; Telephone: (617) 552-4236; Fax: (617) 552-8422; E-mail: highered@bc.edu; Web: <http://www.bc.edu/cihe>.

International University Linkages: Why and How to Pursue Linkages with African Universities (1999). Sixteen-page paper discusses reasons for linkages particularly in the context of the global economy; provides short descriptions of existing linkages. \$5. Trotter Institute, University of Massachusetts at Boston, 100 Morrissey Boulevard, Boston, MA 02125-3393; Telephone: (617) 287-5880; Fax: (617) 287-5865; E-mail: jahnne@shore.net; Web: <http://www.trotterinst.org>.

Policy Roundtable Series. Reports on roundtable discussions, held between 1995 and the present, organized by the Association Liaison Office and the U.S. Agency for International Development. Individual reports look at topics such as U.S.-Mexican partnerships, increasing the relevance of higher education to development, and assessing results of higher education development cooperation. \$4 to \$8 per title plus shipping. American Council on Education, Fulfillment Service, Department 191, Washington, DC 20055-0191; Telephone: (301) 604-9073; Fax: (301) 604-0158; Web: <http://www.acenet.edu/bookstore/home.html>.

Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals (1991). \$1. Marcus Lindsay, Publications Department, Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104; Telephone: (215) 662-5606, extension 18; Fax: (215) 662-5501; Web: <http://www.msache.org>. ♦

Kuala Lumpur to Kalamazoo: A Twinning Experience

by Howard J. Dooley

Sue Yen Lam, Christopher Tan, Mohan Rajah Vathumalai, and Tengku Idris B. Tengku Zaid are recent graduates of Western Michigan University (WMU). Malaysians all, representative of that South-east Asian country's three major communities—Malay Muslim *bumiputras* (sons of the soil), Chinese, and Indians—they exemplify the nearly 2,000 students who have come from Kuala Lumpur to Kalamazoo, Michigan, through a “twinning program” between Sunway College and WMU. By helping make WMU the largest destination in the United States for Malaysian students (667 students in 1997–98), they epitomize the success of a form of international education that has been widely adopted in Malaysia and is now spreading elsewhere in Asia.

“Twinning” is a collaborative arrangement through which a local college contracts to teach the first and, often, second year classes of a partner university located abroad. The idea originated in Malaysia in the mid-1980s, when the demand for higher education from a growing middle class outstripped the ability of the government to provide more seats in universities at home or scholarships for study abroad. Prime Minister Dr. Mahathir Mohamad appealed to the private sector to help by creating private colleges that could offer access to higher education at an affordable price.

Quick to respond was Dato' Jeffrey Cheah (Dato' is a Malaysian honorific equivalent to “Sir”). Cheah is President of the SungeiWay Group, a conglomerate that he founded as a tin mining company in 1974 and which by the mid-1980s had greatly diversified. In a recent interview, Cheah recalled the circumstances that led to the invention of twinning and creation of Sunway College. “At that time,” he says, “institutions of higher education in Malaysia were limited, with only six universities in the country. A lot of people were sending their children overseas for education. There were many who could not afford to do so, and we therefore sought an alternative to address this need.”

“Starting a university without the necessary track record did not appeal to us. Hence, we considered alternatives that would allow us to team up with reputable universities to conduct courses locally. That was when we developed the idea of ‘twinning,’ whereby a student is able to commence training here in Malaysia and then complete the full degree abroad.”

The Pioneer American Twinning Program

Western Michigan University was the first foreign university to partner with the SungeiWay Group, on January 22, 1987, signing a contract to develop twinning programs in business administration, communications, and computer science at what was to be called Sunway College. The new college was officially opened on July 25, 1987, by the Sultan of the state of Selangor in Petaling Jaya, an edge city just to the west of Malaysia's capital of Kuala Lumpur.

The twinning arrangement authorized Sunway College to offer the first half of WMU bachelor's degree programs by replicating segments of WMU curricula. Sunway College courses were to be clones of WMU courses, using identical syllabi, titles, numbers, teaching formats, texts, tests, and other evaluation methods as their models on-campus. Through twinning, students would earn 60 credit hours in the beginning courses of selected majors and general education. In effect, participants could complete their freshman and sophomore years without leaving their home country.

Students who successfully completed the twinning program were guaranteed transfer of their Sunway College credits into WMU. This meant that they could move seamlessly from Malaysia to Michigan with their course work automatically credited as courses of the partner university. They could then finish their baccalaureate degree in about two years of residence at WMU or through transfer to another institution. The term of “2+2” came to be used to describe such twinning arrangements.

A professor from WMU was assigned as a full-time resident director at Sunway College to provide technical assistance and ensure quality. Quality would also be monitored through regular visits by administrators and faculty, reviews of sample student work, and by analyzing the academic progress of transfer students. WMU set admission standards for students entering the program, as well as for faculty hired by Sunway who would teach in the 2+2 program. The resident director served, in effect, as “dean of the faculty” for the teachers in the WMU program, who ultimately came to number about thirty full-and part-time lecturers.

The pioneer American twinning program in Malaysia began in September 1987 with sixty-seven students. The first cohort of transfer students arrived in Kalamazoo in 1989 and graduated in 1991. By 1992 enrollment in the Sunway-WMU program had grown to over 330. That year WMU designated Malaysia a study abroad site, and sent its first American students to take a semester or two at Sunway College, including language classes in Bahasa, Malaysia.

Links on Linkage

The Web is an international meeting ground for educators. Here you can find tools for locating an exchange partner, information on the latest events and trends, and guidance to help you get programs started right from the beginning. Below are listed some interesting sites *AQ* staff found in all these different categories.

EL Net. Established by the North American Leadership Network to encourage linkages among U.S., Canadian, and Mexican institutions, this site promises value beyond its stated geographic limits. Included are resources related to the internationalization of education, funding sources, and a database of North American-based programs seeking linkages as well as weekly updates on what's new in higher education in the region. <http://elnet.org>

Global Alliance for Transnational Education. This organization, part of Jones International Ltd., offers a certification process related to quality for institutions offering higher education programs across national boundaries. Their Web site has a good collection of links to relevant international organizations as well as their "Principles for Transnational Education," a good document for anyone considering starting a program to review (it's included in the section of the Web site that looks at certification). <http://www.edugate.org>

Higher Education Compass. This site lists all 899 existing linkage programs between German institutions and U.S. institutions. (Thanks to Vera Christoph of the Bavarian American Center, Amerika Haus Munich, for providing information on this link.) <http://www.hochschulkompass.hrk.de>

Internationalizing Quality Assurance. A summary of discussions from an invitational seminar on this topic held by the Council on Higher Education Accreditation in January 2000. <http://www.chaea.org/Commentary/international-quality.cfm>

National Center for International Education at Missouri Southern State College. This site covers internationalization of U.S. campuses. Particularly interesting are the links to guidelines and bibliographies related to "Agreements with International Universities" and the state-by-state descriptions of college and university international programs. <http://www.mssc.edu/ncie/>

Weber State University Linkages Abroad: Guidelines. This set of procedures for establishing overseas partnerships is complete with sample letter of introduction, memorandum of understanding, and program-specific and institutional agreements. It is sure to serve as a model for other institutions. <http://weber.edu/international/linkages.htm> ♦

Expansion and Diversification of Sunway College

Sunway College was a success from the start, quickly outgrowing leased space in an office block that had a capacity for a few hundred students. Within five years enrollment burgeoned to 3,500 students as the college added twinning programs with two British universities, four Australian universities, and New Zealand's University of Waikato.

Sunway was a model for many "2+2" twinning programs from the United States, as well as "1+2" and "2+1" programs from Britain, Australia, and New Zealand, which have become popular in Malaysia during the past dozen years.

In 1992, the SungeiWay Group began constructing a twenty-two-acre purpose built campus in Bandar Sunway, a new satellite city it was developing ten miles west of Kuala Lumpur. This new Sunway College campus was officially opened by Prime Minister Dr. Mahathir Mohamad on April 29, 1993. It boasted 60

classrooms; 7 lecture halls; 10 laboratories for languages, computers, engineering, and the sciences; a library; a bookstore; 4 blocks of hostels to house 1,150 students; recreational facilities; and a full-time security service. Sunway became the first private college in Malaysia to offer students the opportunity to study in a complete campus environment rather than commute to classes in converted shop-houses or offices.

By its tenth anniversary in 1997, Sunway College could take pride in being the largest private college in Malaysia, with a staff of 150 lecturers and facilities including 140 classrooms and 15 lecture halls; 15 science and 9 computer laboratories; language labs for the teaching of English as well as Bahasa Malaysia, Mandarin, French, Japanese, and Arabic; and a 44,000 volume library with over 100 terminals for Web access.

On November 13, 1997, the Sunway College Trust Fund was established under the chairmanship of Tun Dato' Seri Haji Omar Yoke Lin Ong, formalizing the status of Sunway College as a not-for-profit educational institution. All surpluses from the college would henceforth be reinvested for educational, scientific, and

charitable purposes as well as upgrading facilities and scholarships for needy students.

Impact of the Asian Financial Crisis

Malaysia was hard hit by the Asian financial crisis that started in Thailand in July 1997, forcing a sharp devaluation of the Malaysian *ringgit* and plunging the economy into recession. This setback spurred Malaysia's Ministry of Education to approve what are known as 3+0 foreign degree programs. Private colleges were authorized to conduct foreign degree programs entirely in Malaysia, teaching and awarding degrees as franchises of foreign partner universities. Today there are about eighty franchised 3+0 programs in Malaysia.

Western Michigan University responded to the increased competition and the currency crisis by adding classes, stretching the time spent at Sunway to five semesters, and moving toward a 3+1 format. WMU was confident that it held a strong niche as the college's sole U.S. partner, and that the demand for a U.S. bachelor's degree would recover along with the Malaysian economy. This expectation has been borne out as enrollment in the WMU-Sunway twinning program, after a dip, has rebounded to nearly 400 and transfers for fall 2000 have come back to normal.

Sunway College has continued to diversify, recently launching two new units: a School of Hospitality and Tourism Management and a School of Information Technology and Multimedia. Enrollments in Sunway's pre-university, university, and professional programs now total 1,000 students from 45 countries. As a result of the Asian financial crisis, many students, for instance those from Indonesia, have found Sunway to be an economical alternative to going directly to the United States.

Advantages of Twinning

Twinning has proved to be a "win-win" arrangement for all parties. The advantage to Malaysian students has been being able to earn a recognized degree from an established university abroad, while their families pay only about 60 percent of what it would cost to pursue a full degree program overseas. Spending the first two years in their home country has also given students, some of whom may be only seventeen years old, time to mature before having to adapt to a different environment abroad.

The advantage to Malaysian partner colleges has been access to "American-model" higher education, with its distinct approaches to curriculum and assessment. A twinning program, like the American university from

which it originates, combines a range of disciplines under one umbrella, and through general education requires students to broaden their exposure and better understand the interrelated nature of disciplines.

Twinning program students are also subject to frequent assessment, including term papers, team projects, quizzes, and tests, and their final grade represents a cumulative average, rather than having everything ride on a single final exam. Exposure to different teaching approaches while still at home eases the transition for Malaysian students into the U.S. classroom.

The advantage for Malaysia has been the thousands of university degree holders added to an increasingly skilled labor force at no cost to the government. Valuable foreign currency has been retained by the 40 percent savings in tuition fees and living expense money being sent abroad, thereby helping the balance of payments. And a vibrant private sector has grown up that now numbers over 400 colleges.

The advantage to the partner university overseas has been a steady stream of mature, well-prepared students who are acclimated to foreign-style classes, ready to begin their major sequences as upper-division students. Internationalization of the curriculum has been promoted by challenging the faculty to write syllabi to be taught both at home and abroad, and campus life has been enhanced by the regular presence of students from Malaysia and Southeast Asia. The university's fiscal health also benefits from self-financing undergraduate students who pay out-of-state tuition rates.

Looking back over a decade-and-a-half of developments in the microcosm of international higher education that is Malaysia, the partnership forged between a Malaysian conglomerate and an American university has opened the way for new, and still evolving, forms of global education. ♦

The author is Executive Director of International Affairs and Professor of History at Western Michigan University. He is the university's representative on the Academic Board of Sunway College, near Kuala Lumpur, Malaysia. Dr. Dooley may be contacted at the Office of International Affairs, B-200 Ellsworth Hall, Western Michigan University, Kalamazoo, MI 49008; Telephone: (616) 387-3951; Fax: (616) 387-3962; E-mail: howard.dooley@wmich.edu.

Write about Learning to Write

U.S. Communications Study, from journalism to public relations to creative writing and Internet publishing, will be the theme of the AQ's Spring 2001 issue. Please send your contributions and article ideas to aq@amideast.org.

Opening a Branch Campus in the People's Republic of China

Southwest Missouri State University (SMSU) currently enrolls students from more than eighty countries and has active faculty and student exchange programs with numerous countries worldwide. In addition, the university has begun establishing a number of joint programs in which the partner institution offers the first year of graduate study and successful students then transfer to Southwest Missouri State University to complete their master's degree. The first such program at SMSU is an M.B.A. degree program offered jointly with the Madras School of Social Work in India.

These international programs are becoming increasingly important in aiding students in better understanding the world in which they live and the global issues that they will confront. In late 1999, the university decided to take another step in its growing commitment to international education by establishing a branch campus in the city of Dalian in the Liaoning Province of the People's Republic of China.

Why China?

There are a number of factors that led SMSU to consider establishing a branch campus in China. The first is that China is the most populous country in the world and its role in world affairs has become increasingly important. The Chinese economy continues to grow at a robust rate and American corporations are increasingly considering business opportunities there. It is safe to assume that China will continue to be dominant player in world political and economic arenas for many years to come.

The rapid and sustained expansion of China's economy has led the Chinese government to open its education market to foreign institutions, especially those involved in collaboration with Chinese institutions of higher learning. Opening its education market and the strategy of collaboration has been driven primarily because the Chinese government has experienced difficulties in meeting the burgeoning education needs of its citizens. In spite of major educational investments and initiatives, the Chinese have not been able to meet the educational needs generated by sustained economic growth. As a result, there are a number of target population groups that are underserved. High school students not admitted to Chinese universities through highly competitive entrance exams, nontraditional students, and private business owners are three such groups. These underserved populations create a large prospective student market for foreign universities.

On June 14, 2000, Southwest Missouri State University and Liaoning Teachers University (LTU) signed an agreement establishing the Southwest Missouri State

University Branch Campus at Liaoning Teachers University. The signing marked the end of many months of negotiations and opened the door for exciting new opportunities for each institution. It also signaled the beginning of the very difficult process of implementing terms of the agreement and ensuring that the campus provides quality education experiences for students from both China and the United States.

At the conclusion of the signing ceremony, a rather simple question was raised by a person in attendance: Why is a university located in the Missouri Ozarks opening a branch campus in a foreign country halfway around the world? My initial impulse was to respond with a quick "Why not?" However, as I recalled the many issues faced in reaching the agreement, as well as the daunting challenges that lie ahead in implementing the agreement, I concluded that this simple, yet pointed question deserved a more reasoned and thoughtful response.

Challenges

Establishing a branch campus or any type of partnership with a university in another country is complex and difficult at best. To establish and maintain a workable partnership, Southwest Missouri State University and Liaoning Teachers University have had to overcome major obstacles. These obstacles fall generally into two broad categories. The first set of obstacles can be defined broadly as cultural: the education systems are different, the economies are very different, and the political philosophies of the two countries are different and often conflicting. The second set of obstacles can be related to the more practical aspects of developing a quality education experience for all students, Chinese as well as American, taking classes at the campus.

The first and most critical issue that must be satisfactorily addressed is governance/management of the campus. This issue is followed by closely related issues such as academic control of students and faculty, finding and retaining long-term faculty, achieving and maintaining accreditation, movement of people between the two countries (for example visa and work permit issues), national legislation and policies of the two countries, customs regulations, telecommunications laws, foreign currency controls, and safety concerns for both faculty and students.

A particular complication in the partnership between SMSU and LTU has been the language differences. For example, the letter of agreement signed between the two institutions has differences between the Chinese and English versions and this has led to some difficulty in interpreting and implementing portions of the agreement.

The list of issues, problems, and challenges facing the branch campus are seemingly endless and infinitely complex. Many of these issues have proven difficult but

All About ALO's On-Line Linkage Support

The Association Liaison Office for University Cooperation in Development (ALO) was established in 1992 to help mobilize resources to broaden and deepen the involvement of the U.S. higher education community in partnerships for global development. ALO coordinates the partnership between the U.S. Agency for International Development and six higher education associations: the American Association of Community Colleges, the American Association of State Colleges and Universities, the American Council on Education, the Association of American Universities, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land Grant Colleges.

Click on CUPID to Meet Your Match

In June 2000, ALO launched a pilot effort to help higher education institutions worldwide meet their matches for international development cooperation.

The Colleges and Universities Partnering for International Development (CUPID) Web page at <http://www.aascu.org/alo/CUPID/Cupid.htm> provides a place to post a message or to read through those left by other institutions looking for partners. The site is still relatively uncrowded (five messages from overseas institutions and nine from U.S. institutions were posted as of September 2000), but participation can be expected to increase as word of this new, free networking resource spreads.

To take part, institutions can send an e-mail with the subject line "CUPID" to alo@aascu.org. It should

include their institution's name and country; contact information (name, telephone number, and e-mail address); a brief description (between fifty and one hundred words) of their institution's needs; and a Web page address for potential partners seeking more details on programs.

IHELP Helps Spread the Word on Linkages

If you want information on existing linkages worldwide or want to publicize your own linkage news, try the International Higher Education Linkages Project database (IHELP), another ALO resource. Established in 1998, the database now contains information on partnerships between over 200 U.S. institutions and 2,500 institutions abroad.

IHELP can be searched by keyword, foreign region, country, U.S. state, program area of emphasis, or linkage type. Listings provide contact information, program outcomes, and more.

Those wishing to participate in IHELP should their e-mail address, name, and institution to alo@aascu.org. They will be issued a password and then can edit their institution's listings or add new ones.

In addition to the CUPID and IHELP projects, ALO promotes higher education in development through an annual grants competition for partnerships, roundtable discussions, and other programs. For more information, contact ALO, 1307 New York Avenue, NW, Suite 500, Washington, DC 20005-4701; Telephone: (202) 478-4700; Fax: (202) 478-4715; E-mail: alo@aascu.org; Web: <http://www.aascu.org/alo>. ♦

the commitment and trust established between the leadership and the staff of the two universities has lowered the anxiety level in the interpretation of exactly what our agreement mandates and thus far, the universities have been able to overcome the road blocks that have appeared. As in any relationship, trust is the essential ingredient for success.

A Logical Step

Globalization of the professions and economic globalization may be argued to be the key drivers leading to the globalization of higher education and training. Higher education in the United States has traditionally focused on international programs as a means of cultural enrichment for students and faculty. SMSU recognizes the value of these enrichment programs in ensuring that its graduates are capable of working in a global economy and living in a global community. The establishment of a

branch campus is the logical next step in developing effective international enrichment opportunities for faculty and students.

The branch campus mission includes four major objectives:

- Conducting educational and cultural exchange between the two universities and promoting understanding and friendship between the two countries;
- Providing quality education and training opportunities in various forms for Chinese students, government officials, and business managers, as well as for other individuals from Chinese society;
- Providing intercultural training for employees from U.S. companies and organizations in China;

- Actively promoting cooperation between the two universities in the areas of scientific research, graduate studies, distance learning, instructional technology, and cultural exchanges.

Forces for Connective Leadership

The objectives listed above provide sufficient reason to enter into partnerships with higher education institutions in other countries such as China. However, there is an even more basic argument for developing international programs and partnerships such as branch campuses. That argument has been well articulated by Jean Lipman-Blumen. Writing in the summer 2000 issue of *Leader to Leader* (published by the Drucker Foundation; Web: <http://www.pfdf.org/leaderbooks/L2L/>), she discusses the concept of connective leadership in a world that is both coming together and breaking apart. She asserts that two opposing tensions—interdependence and diversity—are increasingly shaping our world and that these forces are transforming the circumstances under which leaders must lead. She believes that only leaders who can confront and constructively integrate these tensions will succeed. Not only political structures but also organizations such as institutions of higher education are being challenged and shaped by these tensions.

The first tension, interdependence, is driven largely by technology, which has connected everyone and everything, everywhere. Interdependence drives institutions toward collaborations such as branch campuses, joint ventures, partnerships, strategic alliances, networks, and temporary coalitions.

Diversity, in contrast with interdependence, concerns the distinctive characteristics of individuals, groups, and organizations. Diversity focuses on the uniqueness, differences, and independence of individuals. Lipman-Blumen states that diversity is a force for social, economic, and cultural differentiation. Creative global enterprises must make use of the most positive aspects of interdependence and diversity. And increasingly, the definition of an educated person will have to take management of these two tensions into account.

The problems inherent in managing the tensions between these forces are legion. For example, Southwest Missouri State University and Liaoning Teachers University bring very different organizational cultures, values, and expectations to the partnership. These differences are very difficult to overcome and to manage on a sustained basis. However, the positive force of these tensions can lead to many opportunities by creating heightened awareness of overlapping visions, mutual problems, and common goals.

As higher education institutions continue to globalize, they will have to adapt to the changing interplay between interdependence and diversity. Likewise, students

graduating from these institutions and going to work in the global economy will need to be equipped with the skills and attitudes necessary to reconcile these two tensions. The branch campus at Liaoning Teachers University presents both the challenge and the opportunity to create an environment where these two tensions can be studied, recognized, understood, and reconciled.

Conclusion

Classes at the branch campus of Southwest Missouri State University at Liaoning Teachers University begin in fall 2000. The presidents of both institutions are agreed that the essential measure of success of the partnership will be its impact on students at both institutions. For example, President Keiser of SMSU has stated that he will remain a strong proponent of the branch campus as long as it contributes toward the success of SMSU in meeting its mission of developing educated persons.

SMSU has a three-year business plan that directs activities and sets performance measures by which the success of the branch campus will be judged. The university will continually assess effectiveness of the branch campus over the next three years and those assessments will dictate whether the branch campus will become a permanent unit of the university. ♦

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Interdisciplinary Studies

In the next *Advising Quarterly*, we will look at a potpourri of U.S. study options that combine widely different academic fields. We are looking for articles on such topics as the following:

- The meaning of concepts like “general education” and the “liberal arts” in countries where schooling has an earlier career focus. What types of students benefit most from the U.S. interdisciplinary approach? What do they need to be aware of?
- Advice for students whose interests don’t fit standard majors. How can they find or arrange their dream program?
- Details on a favorite or unusual interdisciplinary field.

If you would like to write an article or participate in the survey for our Winter 2001 issue, please contact us at aq@amideast.org.

AQ Survey Results: Looking at Linkage

Overseas branch campuses, international affiliations, American-model colleges abroad—can these be considered U.S. education? Do overseas advisers dedicated to providing information on U.S. study even have a role to play when it comes to programs not based on U.S. soil?

The vast majority of the twenty-eight advisers responding to the AQ survey on international linkages say “yes, these are a form of U.S. education” and “yes, we play a role.” Many, however, are equivocal in their responses, feeling that their involvement is limited by a lack of information or other factors.

“We don’t have any information to provide,” says Nancy Keteku, Regional Educational Advising Coordinator (REAC) for Africa and adviser at the U.S. Embassy in Accra. “If we did, we would strictly limit it to institutions that are regionally accredited in the United States, and that includes figuring out how to verify that an institution’s home campus accreditation extends to the overseas branch.”

“We don’t have any experience involving linkage programs,” says Micaela Martinez of the Instituto Mexicano Norteamericano de Relaciones Culturales de Saltillo.

There’s also such a thing as too much information. “There are too many French universities... which currently have a linkage with one or several U.S. institutions of higher education for us to list, let alone count them or inform students in France about specific linkages,” says Karla D. Taudin of the Franco-American Commission for Educational Exchange. “Our former director attempted to do so several years ago and came up with over five hundred different agreements between French and U.S. institutions.... We advise those interested in future exchanges through linkages to seek information through the responsible office in their home institution.”

Educational advisers will probably not be the primary experts when it comes to this type of education. Government ministries often regulate transnational education, and the universities involved may themselves be practiced at such agreements. “Austrian institutions have cooperated with U.S. schools for decades,” says Karin Riegler of the Fulbright Commission in Vienna. “They do not need any help from me.”

Ways Advisers Are Involved

Yet if universities do not always need help, prospective students do, and advisers are there for them. All the survey respondents say that they share whatever

information they have about U.S.-accredited institutions in their countries. Some advisers direct students to institutional brochures and catalogs as well as to study abroad publications (*Academic Year Abroad* and *Vacation Study Abroad*, published by the Institute for International Education, drew several mentions). Two centers, the U.S.-Israel Educational Foundation and the U.S.-U.K. Fulbright Commission, report having created handouts specifically on linkages in their countries.

“We basically provide information on U.S. institutions in the United States,” says Aharon Moscovitz of the U.S.-Israel Educational Foundation. “We have a partial list of ‘American Extensions in Israel.’ We do not actively update this list, but if we are aware of new information we add it. Students who are interested in American programs in Israel are forwarded the list and they contact the institution for further details.”

“We have two handouts listing undergraduate and graduate degree programs offered in the United Kingdom,” says Louise Cook of the U.S.-U.K. Fulbright Commission. “Each has an introduction explaining some of the recognition and accreditation issues for such programs, and a disclaimer stating that this is an informational listing only, not a recommendation. One major requirement for inclusion in our listings is that the program be offered, or the degree granted, by an institution that is regionally accredited in the United States.”

Accreditation and quality questions related to in-country programs are particularly troublesome for advisers. “Some of these linkages are questionable and not very credible,” states Fouzia El Azhari of AMIDEAST/Rabat.

“Since the concept of accreditation is not well known in this country, I spend quite some time explaining it,” adds Riegler.

Some advisers are involved with in-country U.S. education in ways that go well beyond provision of information on programs and quality issues to students. The following types of activities were reported by survey respondents:

- Giving details on U.S. or local education to institutions trying to build partnerships or programs. Gabriela Valério of the Fulbright Commission in Lisbon reports that “From American-model programs I receive regular requests for information on specific programs of study. What happens afterwards, I don’t know but the idea is to adopt similar curricula or introduce new programs.”
- Research to help establish linkages. For instance, Anara Jamasheva of IREX in Bishkek helps local institutions in the Kyrgyz Republic find possible U.S. linkage partners. As she describes it, “We assist our institutions in establishing contacts with their U.S. colleges by searching through written sources such as catalogs, doing searches on the Internet, putting

information requests from our universities on listservs, and so forth.”

- Events to help promote programs. “We invite local institutions with linkage programs to participate in our educational fairs,” says Zinaida Rudaya of the U.S. Educational Information Center in St. Petersburg. “During our fairs we organize seminars on contemporary trends of the Russian educational system. American and Russian participants in the seminars are able to establish new contacts.”
- Logistical support of program development. For example, advisers sometimes administer the testing for student placement in new academic programs.
- Active involvement toward establishing new programs. Centers that provide educational advising often play many other roles too. For example many survey respondents are involved in administering Fulbright faculty exchanges. There may be additional projects as well—Sabrina Faber of AMIDEAST/Sana’a reports that “AMIDEAST has been involved with a project to develop an American-style community colleges system in Yemen....As the scope of work expands, we expect to be more directly involved in the linkage of the Aden campus to a system in the United States.”
- The “honest broker.” Marti Thomson, REAC for East Asia, describes perhaps the most fundamental part an adviser may play in linkage negotiations. “My role (when an adviser),” she says, “was to serve as a broker and an interpreter. The advising center served as an independent, unbiased place where both parties knew they would get information and guidance that they could trust in dealing with a different culture and laws.”

Thomson was formerly an adviser in Malaysia, one of the most active countries for linkages, where she “dealt almost daily with assisting local institutions who were interested in some form of linkage with a U.S. institution and with helping U.S. institutions find local partners.” She has continued her involvement with linkages as REAC. “I try to teach other advisers the importance of this role,” she says, “and what some of the important things are to point out to potential linkage partners. A section on linkages is always included in our workshops and conferences.”

Debra Geer of Rensselaer Polytechnic Institute describes her experiences with educational advising centers. “Staff can be very helpful,” she says, “in identifying successful and unsuccessful approaches to international linkages based on their knowledge of the country and the experiences of other colleges and universities.”

The Progress of Partnerships

A good partnership takes time and sustained involvement. This statement in one form or another was made over and over by survey respondents. Many advisers emphasize a division between the U.S. institutions that they have observed to be in it for the long haul and those that seem to jump in (and out again) on the spur of the moment. “There is a group of institutions that have been operating for years and are pretty stable,” says Cook. “Then there is a large group of programs that come and go with an unsettling frequency.”

That slow and steady wins the race is also suggested by the responses of the seven U.S. program administrators participating in the AQ survey. “We have been working for years to develop [our program with the University of the Americas in Mexico],” says John Singleton of Texas Christian University, “but progress over the last five years is what has made it possible.”

“We have had a relationship with the American University of Rome for more than fifteen years,” says Ann Helms of the College of Staten Island. “It took about five years to work out ‘the system.’”

Troubles Along the Way

Potential problems are “many, many,” as Helms puts it. She says, “Probably most agreements die because their feasibility was not studied before the agreement was made.”

Being asked to sum up the difficulties brings a “wow” from Singleton. He mentions a discussion of the question in relation to Japan appearing in a recent *Chronicle of Higher Education* article (“Culture and Unrealistic Expectations Challenge American Campuses in Japan,” June 2, 2000) as well as the difficulty of shifting “from the idea of cultural superiority to cultural plurality.”

“I will leave off discussing the obvious,” he adds—“fear of the other culture, language barriers, flexible curriculum versus set curriculum issues.”

“The to-be-expected cultural and communication difficulties,” says Kristine A. Young of Ottawa University, KS. “Differences in styles in conducting business...communicating expectations and requirements.”

Other respondents noted other problems. Advisers in particular focused on the severe impact that the less-than-well-arranged program can have for its students.

Sudden Closures

Perhaps the worst scenario is the unexpected end of a program. Louise Cook says that such cases have become all too common in the United Kingdom.

“While technically any institution which is regionally accredited should have contingency plans in place for such an event,” she says, “in practice this is rarely the case. The students more often than not find out just at the last minute that their program is closing and their only option is to move to the U.S. campus to complete their degree programs—which of course is usually not an option for them at all.”

She blames the problem partially on the proliferation of unaccredited institutions in the United Kingdom. Such institutions can operate freely there so long as it is clear that they are awarding U.S. and not U.K. degrees.

Recognition Problems

Not being able to get one’s degree recognized can be as bad as not being able to complete it, and Cook has seen this problem also stem from lack of accreditation. “Students can easily be hoodwinked by unscrupulous institutions,” she comments. “We are regularly approached by students from countries where the system of degree recognition is much simpler and who have seen words such as ‘licensed,’ ‘authorized,’ or ‘accredited’ in the publicity materials of a U.S. school and assumed that means their degree will be recognized. On arrival at the school, or shortly into the program, they realize this won’t be the case, and so want to know what they can do. Often they have to forfeit thousands of dollars in fees they have already paid just to get out of the program and start again elsewhere.”

Even if institutions are accredited, recognition of a program by governmental authorities or by other universities may not be immediate—it’s another case only time and relationship-building measures may solve. “Good relations with the Ministry of Education are essential to any international linkage,” says Christina Pendzola-Vitovych of the IEAC-American Councils in Kiev.

Comments Thomson, “When the programs first started [in East Asia] there was a problem of acceptance of transfer credit. Most of these problems have resolved themselves in the past ten years. Acceptance now varies by country and whether the degree is completed totally at home or started in the home country and completed in the United States.”

Taudin complains that “in many cases students have had problems having their U.S. credits accepted in France; getting their schools to accept the credits has been somewhat like pulling teeth. The advice of those who return to those who depart is to stay constantly in contact with your major academic department here in France throughout your U.S. academic linkage.”

Partner Problems

Recognition difficulties can also arise from poor selection of local partners. “Problems faced by some

students included the fact that the local institution was not Ministry of Education accredited...so degrees were not recognized by accredited institutions if the student wanted to continue education,” says Pendzola-Vitovych.

“U.S. institutions would do well to consider the objectives of their partner overseas—one’s reputation could be built or bruised by association,” comments Helms.

“Do plenty of research into...the history, standing, and financial circumstances of any institution with which you intend to establish a link,” advises Cook. “Check with your nearest U.S. educational information center if you are unsure about how to go about this.”

Thomson seconds this. “Visit the advising center and ask questions,” she says, “Keep the advising center informed. Do your homework. Know what you are seeking and be sure that this is the right partner. Follow the principles of good practice for overseas international education programs for non-U.S. nationals...Read the NAFSA guide on linkages. Talk to other U.S. institutions that have already tried programs in that country.”

Similarity between partners in program quality is essential. Other areas of likeness can also be helpful. “Consistency in the quality of the faculty at the home campus and branch campus” is vital, comments Dale Calkins of Elmhurst College. Singleton says that Texas Christian University and its partner “match up in many key areas, which assures both institutions that certain types of cultural shock problems do not pose difficult obstacles.”

Continuity

For long-term success, continuity is essential. “The biggest problem is in changing personnel,” says David Fredrick of Wartburg College. “Relationships tend to be dependent on individuals, and when they move on, the partnership starts to drift.”

Donna Maynard of Barbados Community College, which has been involved in a number of linkages, concurs. “There has no problem with linkages becoming established,” she says, “but there is a need for a staff member to have the responsibility of maintaining them.”

Creating an environment for continuity can begin even before a partner is found, by getting a whole campus involved in the search. Fredrick suggests, “get faculty, students, and staff involved in identifying potential linkages. When institutions are identified, both partners should visit each other’s campus and get some points and persons of reference.... Maintain the relationship; it is easy to ignore them.”

“Make sure that everyone on campus knows about the program and is supportive,” says Thomson. “Make sure that there are qualified people involved in decision making and administration of the program.”

The Money Issue

For U.S. institutions, “the cost of maintaining a second campus in an area where exchange rates (or fluctuations in exchange rates) are severe may be prohibitive,” comments Calkins.

In a poorer country, the whole question of how to build linkages can be puzzling. “In developing countries, the issue will be one of money,” says Faber in Yemen. “There aren’t many faculty development programs anymore, so where does one obtain the seed money for linkages?”

“From my point of view,” says Rudaya, “the main problem for establishing linkage programs between American and Russian universities is inadequacy of financial sources on both sides.”

“In Ukraine specifically, as I am sure is true in other NIS countries,” Pendzola-Vitovych adds, “the financial burden will rest in the most part with the U.S. institution. Given the current economic situation in the former Eastern bloc, most institutions expect such linkages to bring them material gains, such as computers and other technology; on the other hand, any visiting U.S. professors will probably take for granted these technologies in teaching their classes, without realizing the limitations in access to them.”

Educational Culture Issues

Computer access may be one difference between one educational culture and another—there are countless others. Pendzola-Vitovych continues, “Above all, any linkage must take into consideration the teaching culture of the foreign institution...in Ukraine, for example, students are not encouraged to participate in discussions or come up with their own ideas. Any international linkage should probably devise an orientation on the differences of teaching and learning styles.”

“Maintaining a commitment to liberal arts education in a country where that higher educational tradition has not been established” is a challenge, comments Calkins.

“Another challenge for us is assuring other students that our Christian history does not include either a weakening of the curriculum for sectarian purposes or the desire to convert the nations,” says Singleton of Texas Christian University. “My office is active in promoting religious plurality as an important component of an international campus.”

With so many potential problems, international linkage is not something to be entered into lightly. “What does your institution hope to accomplish by establishing an international linkage? Answer this question first!,” says Young. “This is a high maintenance endeavor that is costly in term of staff time and resources. Do very thorough market/needs research before committing to such an investment.”

And if linkage is decided upon, don’t expect all to be smooth overnight. “Have patience,” advises Larissa Boukin of the French-Russian Institute of Business, which has pursued linkages in France and Finland and is now looking for both further European and U.S. connections.

Only after many, many years can one hope to have problems brought down to the level described by Valério in Portugal—“The only complaint: American undergrads are noisy during weekends.”

Still Irresistible

“Of course there’s a lot of disposition to establish these kinds of programs,” says Martinez. “Students demand these kind of linkages,” echoes Celia Badillo of the Institute for International Education in Mexico City. “These programs are very attractive for students,” says Rudaya. “Any university or department with linkage programs becomes more competitive.”

Almost all respondents indicated that “effort toward exchanges is increasing year after year,” in their countries, as Hala Karakalla of AMIDEAST/Ras Beirut put it. Despite the difficulties of establishing and maintaining linkages, the benefits can make them very worthwhile for all involved.

Student Benefits

“The biggest benefit to students is a reduction in cost for the total degree,” says Thomson. Students save at least the costs of living abroad when they can complete some or all of their degree at home.

At the same time the credentials they receive may prove especially valuable to them. “A U.S. diploma has much influence when one is looking for a job,” says Tom Vanleeuwe in the Netherlands. “Students enjoy a plus in applying to U.S. universities,” comments Pendzola-Vitovych.

“Students sometimes can earn both degrees,” points out Badillo. “One from the Mexican institution and another one from the U.S. university.” “Students are proud with international recognition of their diplomas,” says Rudaya.

Partnerships may also introduce new types of programs to a country. For example, “in Portugal, there is a lack of training in vocational/technical study,” says Valério, “where most jobs are available.” U.S. training can fill a need not currently being met by traditional Portuguese institutions.

In St. Petersburg, says Rudaya, “For public relations students...the benefit is their academic program itself in a field where Russian education has not much experience.”

Finally, as in all situations involving cultural exchange, the experience itself will be memorable. Often linkages include a chance for physical exchange, a summer, semester, year or two abroad. Even in locally based instruction, something foreign has been added.

"These linkages have permitted students to experience a system which intrigues and attracts them, but which was reserved in the past pre-linkage days mainly for an affluent and elitist minority," comments Taudin. "Special benefits for many of these French students would be a more open intellectual relationship with professors and a more pragmatic approach in many academic fields."

Students, says Vera Christoph, tend to have "enthusiasm about the U.S. style of teaching...its open-mindedness."

University Benefits

The benefits of cultural exchange run both ways. Singleton discusses how his university's overseas connections have internationalized the U.S. campus. "The students returning from international programs return 'different.' Many become active in campus efforts at globalization and often go on to take jobs that allow them to take advantage of the experience. For me, this is no more important than the impact the exchange often has in our own classrooms—having a noticeable number of students from another culture in the U.S. classroom creates the opportunity...for differing views, considerations and cultural implications of our activities. I am often amused when a math professor tells me that a Chinese student, an Indian student, and a Guatemalan student will all do an algebraic problem differently and still arrive at the same answer. If that is possible in mathematics and the hard sciences, imagine what is possible in the social arena."

Of course linkages can financially benefit U.S. colleges and universities in that they may provide new flows of students. Survey respondents emphasized, however, that the strength of partnerships is that they provide "qualified" students, who have already gained a foundation in English language and other studies at their home campus before coming to the United States. Similarly, because of the university's experiences in the country where the students are coming from, it should be more ready to provide them with the services they need. "They are well-prepared, and we are well-prepared for them," says Fredrick.

Geer adds that for her institution successful partnership provides "enhanced international prestige, visibility, and name recognition" as well as allowing an "ability to develop and maintain ongoing relationships with alumni overseas."

Partnerships also often expand to both institutions' benefit. Says Helms, "Other cooperative programs have been built on the back of the arrangement. For example,

we have a highly successful study abroad program at the American University of Rome, we have sent faculty to teach in the summer or for a semester (providing faculty development), and we could mount grant-funded projects that require prior knowledge and an existing relationship."

The final benefit may be that of simply being prepared for the future. As David Fredrick warns, in-country linkages may be the wave of the future for U.S. educational exchange, at least at the undergraduate level.

"As other nations improve their postsecondary education systems and increase the capacities of these systems," he says, "there will be less of an international market for undergraduate education. Cost and cultural considerations will operate to keep students in their home country."

"Therefore," Fredrick concludes, "educational exchange and partnerships will likely become an increasingly important means to sustain international undergraduate enrollments on American campuses." ♦

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New Programs

Northern Illinois University, De Kalb, IL, Department of Engineering has launched an **integrated B.S./M.S. sequence**. The program will allow students to earn a bachelor's and master's degree in **engineering** in five years.

The **University of Maine at Augusta** is now offering a bachelor of arts degree in **interdisciplinary studies**. The program is a self-designed major with a strong general education component.

The **University of Iowa** Henry B. Tippie School of Management, Iowa City, IA, and the **Iowa State University** College of Engineering, Ames, IA, have collaborated to create a dual degree program leading to a master's of **business administration** from the University of Iowa and a master's of engineering in **systems engineering** from Iowa State University. The integrated twenty-six month program is designed for practicing engineers. Interested students should contact the Tippie School of Management for applications.

The **University of Southern Mississippi**, Long Beach, MS, is now adding an **agency counseling** track to the existing master's degree in counseling and personnel services. The new track will train students in counseling as well as agency leadership and grant writing.

The **International Fine Arts College**, Miami, FL, is now offering a master of fine arts in **computer animation**.

The **University of Illinois at Chicago**, School of Biomedical and Health Information Sciences, has started a master of science degree program in **health informatics**. The program trains students to work as clinical data specialists, patient information coordinators, health data quality managers, medical information system and security coordinators, and clinical laboratory information specialists.

Mississippi State University, Starkville, MS, will offer a master's degree in **applied anthropology** beginning in fall 2001.

John Hopkins University, Baltimore, MD, is launching a two-year certificate program in **nonprofit studies** to begin in fall 2000.

Arizona State University East, Mesa AZ, is now offering bachelor of science degrees in **applied psychology**, **business administration**, and **management of golf facilities**. The applied psychology program is designed for students who are planning to work in business and

industry. The business administration program begins in fall 2000. The management of golf facilities bachelor's degree program has received approval from the Professional Golfers Association of America.

Beginning in fall 2000, **Orange Coast College**, Costa Mesa, CA, will offer a **speech-language pathology assistant** associate degree and certificate program. The two-year program will train students to work with people who exhibit speech-language, hearing, and swallowing disorders.

New Distance Learning Programs

The New School, New York, NY, master of arts program in **media studies** is now available totally on-line.

The University of Tulsa, Tulsa, OK, will offer an on-line **master of business administration** beginning in fall 2000.

Other News

Northwestern University, Evanston, IL, has renamed its University College and Division of Continuing Education as the School of Continuing Studies. The School will launch in fall 2000 new professional development programs in **computer technologies** and **writing**. The computer technology programs will allow professionals to earn certificates in e-commerce, information systems project management, and network systems. The writing program will offer certificate programs in business and presentation writing as well as technical and presentation writing.

De Paul University, Chicago, IL, has formed partnerships with the Bahrain Institute of Banking and Finance in Bahrain and Mahidol University College of Management in Thailand to launch new master's of **business administration** degree programs abroad in the respective countries. Faculty members of DePaul's Kellstadt Graduate School of Business will teach the programs.

The Pollock Conservation Cooperative, a fishing consortium, has helped establish a new **marine research center** at the **University of Alaska Fairbanks**. The Pollock Conservation Research Center will fund research in fisheries, ecosystems, marine resource economics, as well as marine education, technical training, and research aboard university marine vessels. ♦

New Resources

Doctoral Business Programs

While resources for students seeking an M.B.A. are legion, there are relatively few information sources for those seeking to pursue further the teaching and research side of business administration. After five years, however, AACSB—International Association for Management Education has at last updated their guide to management doctoral programs, in cooperation with publisher Education International.

The *Guide to Doctoral Programs in Business and Management in the USA 2000* (ISBN 1-894-1226-15) provides in-depth, four-page profiles of about 40 doctoral programs as well as contact information for all 117 U.S. institutions offering such programs. Profiles provide a program and institutional overview as well as details on admission requirements, expenses, international student support, and career placement opportunities.

Guide to Doctoral Programs in Business and Management is available for \$29.95 plus shipping from Education International Inc., PTSGE Corporation, 5000 Columbia Center, 701 5th Avenue, Seattle, WA 98104-7078; Fax: (250) 658-6285; E-mail: info@educationinternational.com; Web: <http://www.educationinternational.com>.

Medical Schools Worldwide

Another long-awaited update is now available from the World Health Organization. The *World Directory of Medical Schools*, seventh edition (ISBN 92-4-15000-7), lists institutions of basic medical education that have been approved by the national authorities in 157 countries and areas around the globe. International physicians generally must have graduated from a school listed in this reference to be eligible for certification by the Educational Commission for Foreign Medical Graduates and for U.S. residency study.

Details included on listed medical schools vary from school to school but include such information as year instruction began, language of instruction, duration of program, whether there is an entrance examination, and whether international students can attend the school as well as contact information. There is also information on country medical systems: country population; number of physicians per 100,000 population; number of medical schools; length of basic medical program; title of degree awarded; licensure procedures; whether work in government service is required after graduation; and agreements with other countries.

World Directory of Medical Schools may be ordered for \$40.50 plus shipping from WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210; Telephone: (518) 436-9686; Fax: (518) 436-7433; E-mail: QCORP@compuserve.com; Web: <http://www.who.int>.

Meteorology

Have a visitor unsure where or whether to study the weather? The Web site of the National Severe Storms Laboratory, part of the National Oceanic and Atmospheric Administration, hosts a nice list of links to U.S. universities with weather-related degree programs. Visit <http://www.nssl.noaa.gov/edu/schools.html>.

Success in U.S. Study

The Accent of Success: A Practical Guide for International Students by Eric B. Shiraev and Gerald L. Boyd (ISBN 0-13-086617-2) provides a new and very thorough orientation resource to help students through their entry to and first semesters in the United States.

The book has three sections. The first covers many of the topics an overseas adviser would—selecting a school, an overview of U.S. education, visa information, transportation, health insurance, and more. There is a full chapter on dealing with culture shock.

The second section focuses on strategies for student success, including communicating with professors and tips for writing. The third is on negotiating American culture, from gender roles and religion on campus to

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what can be learned from sports on television. Throughout the guide is enlivened by boxed topics for further discussion and the like—it is designed so that it can readily be used as part of a class.

The Accent of Success is available for \$20 plus shipping from Prentice Hall, Upper Saddle River, NJ 07458; Web: <http://www.prenhall.com>.

Disaster-Ready

The Natural Hazards Center, located at the University of Colorado, Boulder, is an international clearinghouse for information on natural hazards and human adjustments to hazards and disasters. Its prime goal is to increase communication among hazard/disaster researchers and those individuals, agencies, and organizations that are actively working to reduce disaster damage and suffering.

To serve this purpose, the Natural Hazards Center has created an extremely informative Web site. It includes a variety of publications, contact information for disaster-related organizations and other information sources, listings of colleges and universities offering emergency management courses, descriptions of research centers, a

calendar of upcoming training, and more. The Natural Hazards Center site can be found at <http://www.colorado.edu/hazards/>.

Real Estate for Shorter Stays

The new [sabbaticalhomes.com](http://www.sabbaticalhomes.com) site is designed to match academics on sabbatical leaves, research trips, or exchange programs with the housing they need. It allows searches and posting of rental, home exchange, and housesitting notices. Searches are free; notice posting is also currently free though the company plans to introduce a charge for that service in the future. See <http://www.sabbaticalhomes.com>.

Virtual Advising at New Address

Following a Web site reorganization, the American Higher Education Information Center in Szeged, Hungary (home to the OSEAS-Europe Virtual Advising Center as well as other useful information), has a new address. You can find it at <http://www.bibl.u-szeged.hu/afik/menuw.html>. ♦

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Web Site: <http://www.eli.wayne.edu>

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Parapsychology

Title: Summer Study Program in Parapsychology.

Dates (2001): June 4–July 27.

Fees: Tuition is \$1,000. Housing, meals, and other costs are extra.

Description: This eight-week institute focuses on experimental parapsychology—on the methods, goals, and findings of laboratory research into extrasensory perception and psychokinesis. It also covers nonexperimental research methods—case studies, field investigations, and surveys—and their applications in the study of reported poltergeists, out-of-body experiences, apparitions, and other spontaneous phenomena. The development of parapsychology as a distinct area of science is discussed, as are the field's interdisciplinary aspects and relations to such disciplines as clinical psychology, anthropology, and physics. The controversies that surround psi research and the implications of its findings for science and society are also prominent topics in the program.

Contact: Institute for Parapsychology, SSP, Rhine Research Center, 402 North Buchanan Boulevard, Durham, NC 27701-1728; Telephone: (919) 688-8241; Fax: (919) 683-4338; E-mail: ssp@rhine.org; Web: <http://www.rhine.org/ssp1.html>.

Dentistry

Title: Preceptorship Program for Internationally Trained Dentists.

Dates (2001): As arranged. Application and fee payments should be submitted at least three months in advance of start of study.

Fees: Tuition is \$4,500 per ten-week quarter, plus \$150 application fee and \$250 registration fee. Housing, meals, and other costs are not included.

Description: Full-time instruction including classes with graduate and/or undergraduate dental students and participation in clinics and operating rooms. The following program areas are currently accepting preceptors: general dentistry, esthetic dentistry, hospital dentistry, implantology, laboratory techniques in maxillofacial prosthodontics and advanced implantology, oral biology, oral and maxillofacial surgery, orofacial pain and dysfunction, orthodontics, pediatric dentistry, periodontics, and prosthodontics.

Note that these programs are not designed to prepare individuals to practice a specialty. It is expected that individuals will return to their home country after gaining insights and improving their expertise in a specialized area for the practice, teaching, and research of that subject.

Contact: University of California, Los Angeles, School of Dentistry, Office of Continuing Education, ATTN: Ms.

Kristin Kakita, International Program Representative, 10833 LeConte Avenue, Room B3-022 CHS, Box 951668; Telephone: (310) 206-8388; Fax: (310) 206-5281; Web: <http://www.dent.ucla.edu/ce/in-person/precep/index.html>.

Title: Individualized Programs in Advanced Education.

Dates (2001): As arranged, one to twelve months.

Fees: Tuition is \$2,000 per month. Housing, meals, and other costs are not included. For participation in clinical activities, there are additional daily fees for liability insurance and clinical costs.

Description: Clinical and research programs are tailored to the individual. Programs include one or more of the following areas: biomaterials, endodontics, esthetic dentistry, implantology, informatics, oral biology, oral and maxillofacial pathology, oral and maxillofacial surgery, oral medicine, orthodontics, pediatric dentistry, periodontics, prosthodontics, and TMD/orofacial pain.

For clinical participation, applicants must either have a New York state license or be licensed in another state or country. Those licensed in another state or country are limited to ninety days in clinical participation as part of their program.

Contact: Office of Continuing Dental Education, State University of New York at Buffalo, School of Dental Medicine, 114 Squire Hall, 3435 Main Street, Buffalo, NY 14214; Telephone: (716) 829-2320; Fax: (716) 833-3517; Web: <http://www.sdm.buffalo.edu/cde/internat/programsadv.htm>.

Global Marketing

Title: Global Marketing Management.

Dates (2001): February 11–16.

Fees: \$7,250 includes tuition, lodging, and meals.

Description: This five-day program for mid-level managers examines marketing fundamentals for manufacturing and service industries, with a global perspective. Some of the topics covered include multinational market planning and implementation; market selection and entry strategy; joint ventures and alliances; e-commerce in global markets; assessing and balancing risks and opportunities; global marketing organization; and global standardization versus adaptation (branding, pricing, promotion, and advertising).

The sponsor offers numerous other executive management programs.

Contact: Aresty Institute of Executive Education, The Wharton School, University of Pennsylvania, Steinberg Conference Center, 255 South 38th Street, Philadelphia, PA 19104-6359; Telephone: (215) 898-4560; Fax: (215) 386-4304; E-mail: execed@wharton.upenn.edu; Web: <http://www.wharton.upenn.edu/execed>. ♦

College and University Affiliations

Type of Award: College and University Affiliations Program. (A separate program exists for the Newly Independent States through the same U.S. Department of State branch.)

Eligibility: Designed to foster linkages in the humanities and social sciences between U.S. and foreign academic institutions, these grants support curriculum, faculty and staff development, and outreach activities having a multiplier effect and positive long-term impact. U.S. participation is open to accredited two- and four-year institutions of higher education, including graduate schools and consortia of colleges and universities. Overseas participation is open to recognized degree granting institutions of higher education and independent research institutes. A demonstrated commitment to internationalizing the programs of partner institutions is basic to the program.

Annual competitions are limited to specific countries and geographic regions as well as identified themes and fields of study. Proposals are evaluated on academic quality, depth, and feasibility.

Duration: Three years.

Value: Up to \$120,000. Funding may be used to defray travel and per diem costs. A modest allowance is

available for educational materials, communications, and administrative expenses. Participating institutions must maintain faculty and staff on full salary and benefits during the exchange.

Deadline (2000): November 13. Competitions are announced in the *Federal Register* each fall, with final awards usually announced in early summer.

Contact: College and University Affiliations Program, Humphrey Fellowships and Institutional Linkages Branch (ECA/A/S/U), U.S. Department of State, SA-44, 301 4th Street, SW, Washington, DC 20547; Telephone: (202) 619-5289; Web: <http://exchanges.state.gov/education/cuap/>.

Biological Sciences

Type of Award: Howard Hughes Medical Institute Predoctoral Fellowships in Biological Sciences.

Eligibility: The goal of these fellowships is to promote excellence in biomedical research by helping prospective researchers to obtain high-quality graduate education. Fellowships will be awarded based on ability, as reflected by evidence such as academic records, proposed plan of study, previous research experience, references, and GRE scores. Eligible students must generally be college seniors, college graduates with no or limited postbaccalaureate study, or first-year graduate students. Students who hold or are pursuing medical or dental degrees (M.D., D.O., D.V.M., D.D.S.) may also be eligible to apply for fellowship support.

Fellows must pursue full-time study toward a Ph.D. or Sc.D. in selected biological sciences. Training must be in research directed toward an understanding of basic biological processes and disease mechanisms in the following fields: biochemistry, bioinformatics, biophysics, biostatistics, cell biology, developmental biology, epidemiology, genetics, immunology, mathematical and computational biology, microbiology, molecular biology, neuroscience, pharmacology, physiology, structural biology, and virology. There are no citizenship requirements, but foreign nationals must study in the United States.

Duration: Five years of full-time study. Continuation of the award is dependent upon the incumbent's academic progress.

Value: \$18,000 stipend plus \$16,000 cost-of-education allowance.

Deadline (2000): November 8.

Contact: Hughes Predoctoral Fellowships, The Fellowship Office, National Research Council, 2101 Constitution Avenue, NW, Washington, DC 20418; Telephone: (202) 334-2872; Fax: (202) 334-2878; E-mail: infofell@nas.edu; Web: <http://national-academies.org/osep/fo>. ♦

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New Veterinary Licensure Examination

Beginning in November 2000, the National Board Examination and Clinical Competency Test for veterinarians will be replaced with the North American Veterinary Licensing Examination (NAVLE). The NAVLE will be an eight-hour examination, consisting of 360 multiple-choice questions administered via computer. The NAVLE will be administered in the United States and Canada for four weeks this fall (November 20–December 16, 2000) and two weeks in the spring (April 9–21, 2001). More details on the examination can be obtained from the National Board Examination Committee for Veterinary Medicine, P.O. Box 1356, Bismarck, ND 58502; Telephone: (701) 224-0332; Fax: (701) 224-0435; E-mail: mail@nbec.org; Web: <http://www.nbec.org>.

Download It!

More and more information for today's standardized examinations can be obtained immediately via the Web. Some recent developments in on-line testing assistance include the following:

- Test preparation software for the GMAT, POWERPREP 3.0, can now be downloaded free from the GMAT Web

site at <http://www.gmac.com>. (As of September 1, 2000, a free CD-ROM version of POWERPREP 3.0 is also being mailed to any person worldwide who makes an appointment to take the GMAT.)

- Test preparation for the GRE general test and writing assessment, POWERPREP 2.0, can be downloaded or ordered as a CD-ROM for \$45.
- The Educational Commission for Foreign Medical Graduates (ECFMG) *Information Booklet* and application materials for the USMLE Step 1 and Step 2 can now be downloaded. Application materials for the ECFMG Clinical Skills Assessment are also available. Visit <http://www.ecfm.org>.
- The Council on Graduates of Foreign Nursing Schools (CGFNS) also plans to introduce an on-line application in the near future. Stay tuned to <http://www.cgfns.org>.
- The College Board plans to offer a free diagnostic mini-SAT soon at <http://www.collegeboard.com>.
- Peterson's offers free test preparation materials for downloading, for examinations currently including the LSAT, MCAT, SAT, and ACT. Visit <http://www.petersons.com>. ♦

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Research Questions

E-Commerce

Where can I find a degree program that is focused on electronic commerce (e-commerce)?

E-commerce programs combine instruction in technical skills for the Web (including such areas as design and security) with management and marketing courses. E-commerce professionals work to create an easy, seamless, and attractive experience for those using the Internet and may direct an organization's Internet strategy and operations.

An e-commerce career currently does not require specific academic credentials—often professionals will have an academic degree in marketing or management-related areas plus experience in Web design or vice versa. However, an increasing number of academic programs in e-commerce do exist. The field is booming, though some colleges and universities (including such powerhouses in the area as Harvard and Stanford) have chosen to integrate e-commerce skills into their regular management programs rather than creating a specialized degree. A nice discussion of the field and its growth appears at the *U.S. News* Web site at <http://www.usnews.com/usnews/edu/beyond/grad/gbecom.htm>.

The list below was assembled through searches on the Web and Peterson's GradSearch software. (One list with links to many of the programs listed below can be found at the DMOZ Open Directory Project; Web: http://www.dmoz.org/Business/E-Commerce/Education/Degree_Programs/.) Only programs with a specific degree or concentration in e-commerce are included—many other institutions could offer relevant study opportunities.

Except where noted, programs tend to be based in the institutions' schools of business. The e-commerce programs are generally brand-new and I would expect others to be starting up in the near future, given the relative newness and current wide usage of Internet technology. I have gotten questions on this subject three or four times in the last six months and have found additional programs each time.

Barry University, FL. Offers M.S. in e-commerce.

Bentley College, MA. Offers "Information Age M.B.A."

Boston University, MA. Its Metropolitan College offers an M.S. in e-commerce, scheduled for U.S. working professionals.

Capella University, MN. On-line M.B.A. specialization in e-business or certificate in e-business.

Capitol College, MD. M.S. in Electronic Commerce Management.

Carnegie Mellon University, PA. Twelve-month M.S. in



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electronic commerce. Home of the Institute for E-Commerce.

Claremont Graduate University, CA. Offers M.S. in electronic commerce.

Creighton University, NE. Began offering an M.S. in e-commerce in January 2000. Home of the Joe Ricketts Center in Electronic Commerce and Database Marketing.

DePaul University, IL. Has begun offering a master's degree in electronic commerce technology and created an Electronic Commerce Technology Institute to conduct applied research.

Duke University, NC. Offers M.B.A. specialization in entrepreneurship and new technology.

Emory University, GA. Offers M.B.A. emphasis in e-business.

Georgia State University. Has an E-Commerce Institute. Offers e-commerce concentrations in M.B.A. and master in computer information systems programs. Plans to introduce e-commerce M.B.A. program in fall 2000.

Golden Gate University, CA. Offers M.S. in electronic commerce.

Loyola University, IL. E-commerce specialization in M.B.A. program.

Marlboro College, VT. Offers M.S. in e-commerce.

Massachusetts Institute of Technology. Track in electronic commerce and marketing as part of M.B.A. program.

Research on e-commerce in Internet Commerce Group.

National University, CA. On-line M.B.A. specialization in electronic commerce.

North Carolina State University. E-commerce concentrations within College of Management management master's degree and College of Engineering computer networking master's degree programs.

Northwestern Oklahoma State University. Offers B.S. in e-commerce.

Northwestern University, IL. Offers a technology and e-commerce concentration in M.B.A. program.

Notre Dame University, IN. Introduced an e-commerce track for their M.B.A. program in fall 2000.

Old Dominion University, VA. Bachelor's and master's degrees in e-commerce.

Rensselaer Polytechnic Institute, NY. Graduate e-commerce concentration.

Stevens Institute of Technology, NJ. Offers a B.S. in e-business.

University of Dallas, TX. M.B.A. program offers an e-commerce specialization.

University of Denver, CO. Offers e-commerce specialization in M.B.A. and master of information management programs.

University of Illinois at Chicago. Expects to add an M.B.A. concentration in e-commerce in spring 2001.

University of Maryland Baltimore County, Institute for Global Electronic Commerce. Is developing a graduate certificate and master's degree program in electronic commerce; involved in offering courses, research, business incubation.

University of Pennsylvania. M.B.A. program offers major in Managing Electronic Commerce.

University of Rochester, Simon School. M.B.A. program offers e-commerce concentration.

University of South Alabama, Mobile. Offers a bachelor's degree in e-commerce beginning in fall 2000.

University of Washington. Graduate certificate in e-business within M.B.A. program.

Vanderbilt University, TX. M.B.A. program offers concentration in telecommunications and electronic commerce. ♦

—Lia Hutton, *The Advising Quarterly*

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